

FEDERAL **M**ETRO **C**OLLEGE

A PROGRAM FOR PUBLIC SERVICE EMPLOYEES

SPONSORED BY THE

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DETROIT, MICHIGAN 48226

A COLLEGE CREDIT PLAN FOR PUBLIC SERVANTS AND
EMPLOYEES OF SERVICE ORIENTED PRIVATE FIRMS

FOREWORD

Federally required affirmative action planning in hiring of personnel, and rapid changes in our increasing technologically complex society has placed tremendous pressures on public service agencies and service oriented private firms. Some of the resulting organizational problems and pressures can be solved effectively through designed, relevant courses and training that meets the needs of the organization, and the need for greater upward mobility patterns and opportunities for the employee. The enclosed plan is designed to assist interested agencies and employees to collectively meet the challenge of providing more effective service to the general public consistent with federal, state and local regulations in the area of equal employment opportunities.

Please examine the contents of this plan and notify us as soon as possible regarding the specific courses that appear to be of special interest to your organization. In order to finalize arrangements for the proposed courses contained herein, we will need a written response from you by Friday, February 28, 1975. Your response should also include a list of employees from your organization whom you would be interested in sponsoring for a specific class or who might be interested in applying on their own.

If in the interim you are desirous of additional information, consultation or a meeting to discuss the contents of this plan in a more in depth fashion, please contact me at:

Wayne State University
College of Lifelong Learning
300 AMTC Building
2978 W. Grand Boulevard
Detroit, Michigan 48202
Phone: 577-4695

Prof. Hartford Smith, Jr. Director
Division of Community Services

FEDERAL METRO COLLEGE PROGRAM

The Federal Metro College opened with college credit classes in downtown Detroit in the fall quarter of 1974. This educational program for public service employees--federal, state, municipal and county--is sponsored by the Detroit Federal Executive Board and is implemented through Wayne State University's College of Lifelong Learning.

This program assists public service employees and employees of service oriented private firms in receiving the degree of training necessary to respond effectively to the needs of citizens and to utilize their capabilities to the greatest extent.

Federal agencies already participating in the college level training program are: Department of Justice, Corps of Engineers, Department of Housing and Urban Development, Internal Revenue Service, Postal Service, Defense Department, Veterans Administration, Department of Transportation, National Labor Relations Board, Small Business Administration, and Office of Drug Enforcement Administration.

All courses are offered in cooperation with other schools and colleges of the University. Future courses, taking other employee and agency needs into consideration, will be planned in order to provide upward mobility training and create a source of internal placement.

On-site counseling will be available to all registrants so that a program of study most beneficial to each can be planned.

We are planning to offer the following education program under our plan for public servants, effective April 1975. This plan should also be beneficial to employees of service oriented private firms:

- I. Level I oriented courses geared to providing upward mobility for employees lower C.S. classifications. The objective would be to prepare them for more professional positions in public service.

Level I courses are further divided into the following categories:

- A. Core courses which should be taken as preparation for concentration in a field of study related to skills needed by public servants. (See B, C. and D below)
- B. Courses designed to improve knowledge and functioning in the area of Business Administration and Management.
- C. Courses designed to improve knowledge and functioning in the area of Public Administration.
- D. Courses designed to improve knowledge and functioning in the area of Human Service Administration.

II. Level II courses designed for middle-management personnel. The objective of these courses is to enhance administrative knowledge and skills required for administrators in large public service agencies or service oriented private firms.

III. Level III courses of a special need nature. The objective is to enhance specific skills of a given set of employees. A planning team of the University will be made available to organizations to identify areas in need of attention and program development.

In addition to the above, we are prepared to provide ongoing consultation and technical assistance of an educational nature to better assess overall need, and to design special workshops, seminars or T.V. courses to meet needs.

Level I and II courses are already being implemented through the Federal Metro College program at 660 Woodward (2 blocks north of the City-County Building), and at the U.S. Army Tank-Automotive Command (TACOM) located at 11 Mile and Mound Road, and will also be offered again in April of 1975. Level III courses are now in the planning stages and will be ready at a future date when adequate feedback has been obtained from interested agencies.

PROPOSED COURSE OFFERINGS
SPRING QUARTER 1975

- P S 0101 Introduction to American Government 4 cr. hrs.
Processes, structure, role and functions of federal, state, and local government in the United States.
- ECO 0102 Survey of Economics II 4 cr. hrs.
Supply, demand, price at level of the firm and industry; business institutions and their operation; determinants of wages and salary levels, interest rates, rent, profits, income distribution; public policy in relations to business and labor.
- STA 0102 Elementary Statistics 4 cr. hrs.
Notions in probability; descriptive statistics binomial and normal distributions; elements of statistical inference (estimation theory and testing hypotheses).
- ENG 0130 Composition Seminar 4 cr. hrs.
Expository writing. Recommended for students needing instruction and practice in composition prior to election of English 0150.
- ENG 0150 Freshman Literature and Composition 4 cr. hrs.
Introduction to selected major works in the English Language. Instruction and practice in composition. Discussion and papers based on the reading.

- MGT 0160 The Dynamics of Business 4 cr. hrs.
Introduction to the dynamics of contemporary business administration; historical development internal division of activities (accounting, finance, marketing, production) and responses to pressures from internal and external environments.
- S S 0191 Contemporary Society 5 cr. hrs.
Introduction to the methods and viewpoints of social science, to include a consideration of culture, society, population, social stratification, ethnic relations, personality formation, marriage, education and religion. These areas will be approached from an anthropological, sociological and social-psychological orientation.
- PSY 0198 Introductory Psychology 4 cr. hrs.
Principles and theories of human thought and action.
- SPH 0200 Effective Speech 4 cr. hrs.
Beginning course to develop poise and confidence in speaking, emphasizing speaker's personality, voice, diction, bodily action; fundamentals of speech preparation.
- P S 0201 The Political Process in Urban Setting 4 cr. hrs.
Political and administrative processes against the economic and sociological background of the urban environment.

- CSC 0201 Introduction to Computer Science 4 cr. hrs.
Fundamental concepts of computer science; concepts of machines, algorithms, higher and lower level languages, problem solving using such languages.
- ENG 0209 Techniques of Expository Writing 4 cr. hrs.
Practice in expository composition. The writing of brief formal and informal essays. Emphasis on clarity, logical organization, effective diction, and individual style.
- SPH 0210 Persuasion 4 cr. hrs.
Audience analysis and motivation; choice, arrangement, adaptation of materials. Talks to win attention, secure action, overcome prejudice and hostility. Theory and practice of social psychology as applied to persuasion.
- ENG 0220 Introduction to Contemporary English: Usage and Meaning 4 cr. hrs.
Ways in which our use of language affects communication. Means by which resulting personal, social and other problems may be solved.
- ENG 0309 Intermediate Expository Writing 4 cr. hrs.
Instruction and practice in writing essays. Emphasis on a particular subject, approach, technique or writing problem. Topics to be announced in Schedule of Classes.
- ACC 0310 Elementary Accounting Theory I 4 cr. hrs.
The theory of accounting for business assets and the interpretation and communication of accounting data.

- P S 0330 Administrative Practice 2-4 cr. hrs.
Discussion of work training experience with faculty and practitioners; integration of work experience with academic course work.
- PSY 0350 Survey of Industrial and Personnel Psychology 4 cr. hrs.
Survey of psychology as applied to business and industry. Emphasis on major areas of industrial psychology such as selections, placement, and training procedures; human factors.
- SOC 0408 Race Relations in the United States 4 cr. hrs.
Social and cultural factors in black-white conflict and adjustment situations, race as caste, the Negro in the United States and Detroit.
- U P 0501 Urban Planning Process 2-4 cr. hrs.
Scope and historical development of planning. Topics relevant to the practice of planning including theory, design, planning practice and social and physical development policy.
- SPH 0510 Advanced Public Speaking 3 cr. hrs.
Performance and criticism of original speeches to develop understanding of the principles of public speaking as they apply to a variety of speech situations.
- SPH 0520 Group Communication and Human Interaction 4 cr. hrs.
A small-group course on rational processes of decision making, cohesion, interaction, and inter-personal communication. Discussion techniques and procedures through student performance.

- P S 0520 Introduction to Public Administration 4 cr. hrs.
Governmental structure and administrative organization. Concepts and techniques of public management. Impact on modern society.
- P S 0524 Public Personnel Administration 4 cr. hrs.
Recruitment, testing, classification, compensation, promotions, training, employee relations.
- P S 0526 Public Financial Administration 4 cr. hrs.
Fiscal organization, revenue structures, intergovernmental relations, revenue sharing, program planning, budgeting.
- P S 0527 Automation in Public Management 4 cr. hrs.
Policy and administrative problems associated with automatic data processing in public agencies.
- P S 0529 Employee Relations in the Public Service 3-4 cr. hrs.
Growth and development of employee organizations in federal, state, and local governments. The right to representation of their own choosing, to engage in collective bargaining and negotiations with public employers in the same manner as employees in private industry.
- P S 0563 Program Planning, Evaluation and Budgeting 4 cr. hrs.
Specific application to urban programs in education, health, housing and police services.
- P S 0603 Organization Effectiveness: Meaning and Measurement 4 cr. hrs.
Problems, procedures and indicators used to assess organization performance.

ACC 0605 Business Law

4 cr. hrs.

Intensive study of the American legal system with particular attention to historical background and court system. Laws of contracts, agency, sales and negotiable papers, suretyship, bailments; business crimes and torts.

P S 0620 Theory of Organization

4 cr. hrs.

Alternative interpretations of organizational behavior: structural-functional analysis, decision theory, institutional and historical analysis.

P S 0630 Administrative Decision Making

4 cr. hrs.

Theories and processes of decision making to isolate factors shaping decisions. Use of simulation; case studies.

The above courses numbered 0100 - 0200 are designed for persons with little or any college background. Courses numbered 0300 - 0600 requires college skills usually expected of sophomore and junior level students.

FMC will provide individualized counseling services to employees to ensure adequate placement that complements his educational background, his need for job upgrading, and career aspirations.

It should also be remembered that the above list of courses are tentative. The actual number and types of courses offered will depend on the number of request for each. Once requests are received, by the deadline date of February 28, 1975, they will be evaluated and categorized. The final list of courses to be offered will be made known to participating agencies and individuals by Monday, March 17, 1975. Employees working in the downtown area will be officially registered during the weeks of March 24, 1975 through April 7, 1975 at the First National Building, 660 Woodward Avenue in the 6th Floor Training Room of the U.S. Dept. of H.U.D. Employees working in the

vicinity of Warren, Michigan will be registered during the same time at the U.S. Army Tank-Automotive Command (TACOM), 11 Mile and Mound Road.

Interested organizations may also obtain additional information regarding final times, dates, registration procedures, materials, and locations of the above proposed classes by contacting Wayne State University, College of Lifelong Learning, Division of Community Services at 577-4695 on or after March 17, 1975. You may also contact Ms. Mary Ann Piekosz, U.S. Dept. of H.U.D. at 226-^{7906, 7907 & 7908} Employees may also register by appointment.

APPENDIX A

1. Additional Background Information on FMC Structure and College Level Program
2. Courses and Fees
3. Accreditation and Transferability of Credits
4. Policy and Procedures

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1. What is the Federal Metro College?

- A Detroit Federal Executive Board sponsored college level educational training program for public service employees which is implemented through the academic framework of Wayne State University's College of Lifelong Learning. It envisions a variety of related, accredited course work to be provided at Federal work-sites in the Metropolitan Detroit area. Once the student population becomes stable and long-range training needs and commitments from agencies are firmly established additional accredited schools will be added to provide maximum educational alternatives.

2. What agencies are currently participating in the Federal Metro College Program?

- U.S. Department of Justice (Immigration) (Drug Enforcement Administration)
- U.S. Department of Housing and Urban Development
- U.S. Internal Revenue Service (District Office and Data Center)
- U.S. Defense Department (Contract, Audit Division)
- U.S. Department of Transportation (Coast Guard)
- National Labor Relations Board
- Small Business Administration

In addition to the above, the following agencies have indicated their intent to participate in the Federal Metro College Program in the winter quarter (Jan. '75):

- U.S. Department of Labor
- U.S. Postal Service
- U.S. Department of H.E.W. (Food and Drug Administration) and (Social Security Administration)
- U.S. Veterans Administration (VA Hospital)
- U.S. Department of Government Service Administration
- U.S. Corp of Engineers

3. What is the purpose of government sponsored on-site post secondary education/training program?

- It should be considered as an integral aspect of an agency's training employee development program and/or upward mobility training (CSC 40-83). Training of this nature will provide better opportunities to develop abilities of non-professionals and others who are interested in pursuing careers in public service.

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4. Of what value is this type of program compared to the traditional college level program?
 - A. By reducing travel time to a distant institution for training, this program is definitely more economical to participating agencies.
 - B. Scheduling takes into consideration agency and employee needs. Courses are offered for the convenience of the participants.
 - C. The student body is homogenous, mature students and share common experiences. Students are more serious and usually have career goals established.
5. Does the on-site college conduct courses and/or grant degrees?
 - . The sponsoring agencies do not grant credit or degrees. The contracting college grants the credit and degrees. The government staff of the on-site college act as educational brokers; that is, they locate and identify the agencies and employees which fills needs and missions.
6. How are courses scheduled?
 - . Courses may be scheduled in a variety of ways--totally on the clock, totally on the employee's time, or shared time. During the initial stages of FMC, courses will be scheduled during the hours of 7:00 a.m. - 9:00 a.m., 11:30 a.m. - 1:30 p.m. and 4:00 p.m. - 6:00 p.m. Future times and schedules will be designed to meet the needs of the employee and the agency.
7. Who is eligible to attend this program?
 - . Each agency should establish a policy for allowing employees to participate in the college program. Reference is made to Civil Service Bulletins 410-83 and FMP Letter No. 712-27. Employees of the agencies listed above are eligible to register if they meet the criteria established by their agency. Normally an employee should have a high school diploma or General Education Development Certificate (G.E.D.).

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8. How may an employee apply?

- Applications for the Federal Metro College must be made through your agency. No application will be accepted by the Federal Metro College unless it is submitted on the proper form and signed by the agency head or a designated representative. Authorization form must be complete in all details--costs, course designation, to whom invoice should be mailed, etc.

9. How much will it cost?

- Tuition for college courses taken through FMC are established by the contracting school, Wayne State University, College of Lifelong Learning, at a rate of \$28.50 per credit hour of instruction. Since Wayne State functions on a quarterly schedule, courses are usually developed on the basis of 4 credit hour classes. Thus, the total for one 4 hour class would be \$114.00, and the fee for one 5 credit hour class would be \$142.50. The agency or the employee will pay for textbooks.

10. Are courses offered accredited?

- Yes, Wayne State University is accredited by the North Central Association of Colleges and Secondary Schools. All of the courses offered through FMC will be a part of the regular curricula and taught by qualified University faculty.

11. Are courses offered through Federal Metro College transferable?

- Yes, while each college or university in the United States has its own set of rules regarding acceptability of credit for degree purposes, completed course work of the accredited nature described above in item No. 8 are usually fully transferable.

12. If an employee who meets eligibility requirements applies, will he be selected?

- Each agency has authorized a limited number of college participants. They will select their participants from those employees who apply, depending on available budget and program priorities. Applicants not selected for enrollment during a term may be considered for later enrollment as space and budget permit.

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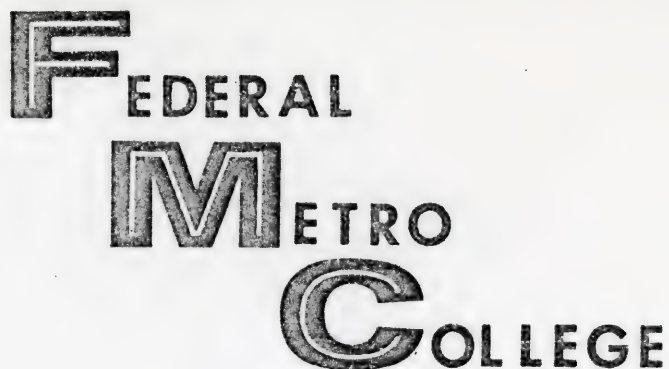
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13. Is there a limit to the number of credit hours an employee may take?
 - . Participating agency counselor(s) will advise their employees as to policy limitations. However, FMC recommends no more than 8 credit hours per quarter.
14. Is release time authorized to attend classes?
 - . Again, each agency has established a policy to govern release time. Personnel of Federal Metro College will only register students for the number of credit hours and times permitted by the employee's agency. The F.E.B. has a recommended policy on this issue which can be made available upon request.
15. Can college credit be obtained through any other means other than attending college?
 - . Yes, credit may be obtained through the CLEP Examination Program, T.V. courses, credit workshops, Weekend Studies, and other innovative methods of instruction through Wayne State University and other cooperating colleges and universities. Wayne State University counselors will have detailed information available at the start of the winter quarter.
16. What is CLEP?
 - . Every month CLEP (College Level Examination Program) examinations in college subjects are given at conveniently located centers in every part of the United States. Anyone may register and take one of several of the examinations. CLEP does not grant college credit itself, but approximately 900 colleges in all 50 states now offer college credit on the basis of CLEP scores.

APPENDIX B

1. Progress Report on FMC Development
2. Current and Future Goals
3. Student Profile and Enrollment Data
4. Progress and Problems
5. Publicity and Testimonials



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PROGRESS REPORT
FEDERAL METRO COLLEGE PROGRAM
(September '74 - January '75)

I. Goals and Objectives

The goals established for the Federal Metro College Program are as follows:

1. To provide educational opportunities for public service employees (Federal, State, City and County) which will enable them to realize their potential through a higher education program combining appropriateness and excellence.
2. To make accessible to sub-professional employees a complete college education within the guidelines of the Government Employment Training Act (GETA).
3. To offer courses at the work-site.
4. To develop curricula which will enhance the students' career opportunities.
5. To provide academic counseling (to initiate students in the process of going to college).
6. Support services (tutorial and placement testing) to develop services toward bringing each student to his/her potential: class preparation, enrichment, remediation.

Curriculum development is a crucial component in the development of the Federal Metro College. Three areas of study are being developed to provide agencies with career oriented courses. Each curriculum contains courses that develop:

1. Cognitive skills- communication (written and verbal), reading, computation, etc.
2. Professional courses
3. Professionally related courses

Emphasis on the degree (A.A or B.A.) is secondary to providing each student with sufficient courses to improve their present position or prepare them for new careers.

II. General Data (enrollment, location, participation, etc.)

Fall Quarter:

Enrollment in the Wayne State University courses of Federal Metro College at the downtown, First National Building site was 62 during the fall quarter.

Five courses were offered.

Winter Quarter:

Enrollment in FMC was increased due to the establishment of another on-site facility at TACOM, 11 Mile and Mound Roads. Since we are still in the process of completing final registration at TACOM, precise enrollment figures cannot be given at this time. However, we expect enrollment to be at least 85 students. This is about 50 students less than we had anticipated, due to the economic factors our city and other cities are facing. Our winter curriculum was expanded to 11 courses.

The participants (80%) are female and/or from minority groups. The average age is between 30 and 35. The majority of participants have no history of study beyond high school. A brief survey of fall grades indicates that the majority of the students functioned on a level comparable to other college level students, except in courses geared mainly to improving cognitive skills. In courses of the latter nature FMC participants functioned above the level of most comparable college level students. Participants tended to have most difficulty with the introductory college level accounting course.

III. Problems Encountered in Implementation of Program

During the fall quarter and to some extent the winter quarter, we ran into a number of problems. Most of these problems were related to the following:

1. Inadequate lead time for all agencies to respond. The College officially opened its doors on September 23, 1974, eight weeks from the date we initially explored the idea of an on-site college.
2. Some agencies made commitments, but withdrew at the last minute. This put some classes in jeopardy because of under enrollment.
3. Some employees appeared without approval of agencies and had not worked out proper financial arrangements. In some cases, workers had not followed up in terms of having training forms completed which led to additional delays.
4. Time conflicts: some students could not get adequate release time to attend classes at the scheduled hours.
5. Low agency training funds has prevented many interested students and agencies from participating. Most agencies apparently had not planned for this training opportunity in submitting annual budgets.

IV. Future Goals

1. To include the private sector, i.e., Michigan Consolidated Gas, Blue Cross/Blue Shield, Detroit Edison, Chamber of Commerce, etc., in future development of F.M.C.
2. To develop short-term intensified workshops and seminars of direct value to participating employees.
3. To develop greater collaboration and input from agency heads and private business to better provide support to interested students.
4. To devise ways and means of involving students in credit by examination such as CLEP (College Level Examination Program).
5. To devise ways and means of increasing students' capacity for self-appraisal, and realistic career planning within government service and service oriented private firms.

COMMUNITY EXTENSION CENTERS PROGRAM

PROGRESS REPORT

By Professor Hartford Smith, Jr., Director

August 1, 1969

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COMMUNITY EXTENSION CENTERS PROGRAM PROGRESS REPORT

August 1, 1969

By Professor Hartford Smith, Jr., Director

INTRODUCTION

At the time of my appointment to this office in April much had been done in the way of interpreting and communicating general concepts and plans and establishing contacts with a variety of key organizations, individuals, faculty and students. General support and promise of future support and cooperation in general terms was indicated by as many as twenty-two University departments or divisions. However, due to complications and problems involved in getting a site leasing arrangement for the first Community Extension Center, very little had been planned concretely in the way of actual implementation of program and services.

It is obviously very difficult to consider concrete program implementation without having all of the specifics regarding the physical plans and physical aspects of planning specifically pinned down. It is also very difficult, however, to get specific in the physical area without having some concrete social planning objectives in mind and clearly defined so that the physical plant itself does not end up determining the nature of the program as applied to the actual and real human needs of the community and the University determining such needs.

My first three months at the Community Extension Center Program have been spent wrestling with this planning dilemma. After considerable discussion, planning meetings, explorations in the community, and investigation of building sites, we have hopefully reached the level of clarity necessary in both areas to move toward the implementation stage of the Community Extension Centers Program.

Before getting into a description of the specific planning directions of the past three months and a description of immediate and long-range plans,

I feel impelled to spell out clearly the purpose, goals, and objectives of the Community Extension Center Programs in order to provide the reader with the perspective and the context within which to analyze and understand total program implications.

THE PURPOSE, GOALS, AND OBJECTIVES OF THE COMMUNITY EXTENSION CENTERS PROGRAM

Community Extension Centers simply defined means University-sponsored and operated Centers of University-community activities in strategic parts of Detroit's central city. The purpose, goals, and objectives of such centers are as follows:

- A. To create mechanisms whereby the resources and skills, and services of the University can be made more accessible to community groups and residents in a jointly determined fashion in areas of the city where human problems and needs are greatest,
- B. To develop new, closer working relationships and linkage points between communities in the central city and the University by taking a more active, direct role with citizens in central city communities in trying to solve some of the complex problems faced by these communities,
- C. To develop new pathways to institutions of higher education for groups and individuals who have faced barriers in the past because of socio-economic and racial factors in the general society.
- D. To provide community service and assistance to community groups and individuals in a manner that will allow such individuals and groups to develop fully the process of self-determination, i. e. to help such groups and individuals develop their full educational, intellectual, and cultural potential,

- E. To develop innovative ideas, programs, projects and models in the human services area,
- F. To develop new and meaningful ways for students, faculty, and community residents to become involved in planning, meeting, understanding, and relating to human needs and human problems in urban society.
- G. To provide additional educational, socio-recreational, and cultural opportunities in areas presently deprived of adequate resources,
- H. To provide opportunities for new learning experiences and the development of additional information for the community at large regarding systems, methods, programs, and ideas having special significance for dealing with today's human problems,
- I. To work as a member of a team with other University departments, federal, state, local, and private institutions in developing a greater thrust toward the solution of community problems.

The purpose, goals, and objectives of the Community Extension Center Program must be viewed and understood against the background and history of the growing problems of American cities and more specifically, against the background, the plight, suffering, and tension in central city areas. The problems of urban blight and pollution, inadequate services, poor housing and health conditions, inadequate socio-recreational opportunities, crime and delinquency, growing polarization between white and black, adults and youth, a poor and tragic public educational system that perpetuates inequality of opportunity, the impersonality of systems designed to meet human need, the mass rush of the affluent to suburbia, and the constant flow of the poor to the cities looking for a better life, outmoded tax systems that do not allow for the creative growth and development of central cities, the resulting proliferation of ghettos, a legacy of racism, and the

absence of sensitive social planning, creates what is known as the "urban crisis" or "urban problem." These complex problems are such that any institution located geographically in urban society finds itself naturally caught up in the ebb and flow of events.] Indeed, in many instances such institutions are a part of the crisis package and seldom is there unanimous agreement on how one should respond. Such background relative to the urban crisis in central cities must also then be juxtaposed in relation to the role and needed response as perceived by a large growing metropolitan university such as Wayne State.

With such a massive build-up of social pressures, problems and crises, the world of the late twentieth and early twenty-first century may only provide two choices: to become involved in an attempt to find and develop creative, innovative methods to relate to and solve human problems or to sit by in horror as society crumbles and disintegrates, and in the process destroys itself. Wayne State University made its decision some time ago and, fortunately, it was not to sit by in a non-involved fashion. As early as 1964, Wayne was quick to take advantage of new Office of Economic Opportunity laws. In 1965 the Higher Education Opportunities Committee came into being. The Upward Bound Project came into being in 1966. In 1967 more than forty projects, directed towards helping the urban poor find new opportunities in higher education, were in operation. In 1968, President Keast and the University Council called for more direct involvement in the lives of the poor and others trapped and frustrated by the tragic condition of Detroit's central city ghettos. It was in this light that my predecessor, Conrad Mallett was hired in September of 1968 to develop the Community Extension Centers Program concept. The Board of Governors of Wayne State University has indicated in words and deeds strong support for efforts in this direction.

While the model or systematic plan of operation itself represents a new venture on the part of the University, the foundation, motivation, and thrust behind the model was set in motion by the years of concerned programmed attempts to meet and deal with the urban crisis. In a historical sense, then, the Community Extension Centers Program represents a kind of natural evolution of an urban university's planned attempts to relate to the pressing human problems of our times by experimenting with new, innovative thrusts and linkage points within the central city. This new thrust in the form of a Community Extension Center model envisions a more direct working relationship and involvement on the part of the University in communities which are tragically overwhelmed by the great human problems of our times.

TARGET AREA, PHYSICAL FACILITY AND PROGRAM DESIGN

The target area for the first Community Extension Center is the Model Cities area on Detroit's near eastside. Although the actual building site is located at Canfield near McDougall which is in area C of Model Cities, the convenience of public transportation (crosstown lines running east and west, Mack and Gratiot lines and McDougall street line) and a planned communications network that will tap every major eastside organization will make the Center easily accessible to areas B and D of Model Cities as well. The first center is primarily intended for eastside residents in areas B, C and D. This merely means, however, that conscious planned attempts to engage citizens in the program will stop at these boundaries. The philosophy of the program is such that no one will be turned away. Therefore, if some resident of another area takes it upon himself to find out about the Center program, makes the trip to this first Center and asks for service, we are not inclined to turn him away and will service him to the greatest extent possible.

If history is any guide we should, however, expect the majority of our clientele to come from within the mentioned Model Cities areas on the eastside.

This area of the city was chosen because it in many ways represents a micro-cosm of the plight and problems of today's urban ghettos: low and poverty level income, poor housing and health conditions, crime, etc. The most recent statistics supplied by the Model Cities Agency and the Talus Research group reveals that forty-five per cent of the families residing in the target region earn less than \$3,000 per year. Forty-seven per cent of the housing units within that area are sub-standard. The percentage of males fourteen and above in the civilian labor force who are unemployed is about twenty per cent. The percentage of persons twenty-five and over with less than eight years of education is about forty-three per cent. Crime and school truancy represent some of the highest in the city. Without a doubt, it is in this kind of problem zone that urban universities must make greater efforts if they are to remain "urban" and viable institutions in a modern society.

In trying to address and relate to the needs of this type of area described above, several concepts must be kept firmly in mind:

- A. The different types of needs (housing, educational, employment, etc.),
- B. The different levels of need (individual, group, community),
- C. The inter-related, multi-faceted nature of needs, i.e. the vicious cycle that somehow continually represses, depresses and frustrates the human spirit and will.

If one expects to relate in serious and meaningful ways then one must be prepared to create and develop programs and services around a multi-purpose design. This means the conscious arrangement of a variety of programs and services to meet the multiple needs of groups and individuals in communities. Such services will

have run the gamut from areas, such as, child care and individual counseling to technical assistance, to neighborhood groups and community organizations and must cut across the definitional problem areas of housing, health conditions, nutrition, educational opportunities, police-community relations, unemployment, racism and many more. In short, there is the need for some kind of cradle to the grave approach in conceptualization and program to the very best extent possible and to the degree that one has resources to devote in that direction. Based on the research information collected from Talus, Model Cities, City Planning and information collected from interviews and analyses of various departmental resources available, it was felt that we might get the most mileage in this endeavor by structuring our program design along the lines of a "multi-purpose service plaza." The concept of a multi-purpose service plaza is simply another way of saying that it is a station in the community where a number of "goods and services" related to the multiple needs of the community are kept in stock to be made readily accessible, available, and applicable upon request.

Acquiring a physical plant that will accommodate itself to the multi-purpose needs of a given poverty or low income neighborhood presents one of the most difficult planning problems. The economics of space, and adequate facilities in such neighborhoods in relation to safety codes and other health and safety requirements places many restrictions upon the flexible response capability needed by an organization to expand along lines that are truly reflective of community needs and interests as opposed to myriad other expedient factors. Frequently, programs get locked into storefront facilities and make-shift physical plants and cannot grow, expand or accommodate new needs and interests, and so very slowly die a painful death. Such has been the case of the many well intentioned programs.

The physical facility of the Center was chosen with the above mentioned problems in mind in addition to factors, such as, nearness to good public transportation, main thoroughfares and public high schools. The factors of attractiveness of the building and flexibility in terms of future expansion were given high priority.

The facility that was finally selected was formerly called St. Elizabeth's Recreation Center, located at 3127 E. Canfield near McDougall. It is a modern brick and glass structure which should accommodate many needs and interests without any difficult problems. It has space for nine classrooms or meeting rooms, a social room to accommodate 500 people, a full gymnasium with a stage, a kitchen, space for a library and study area, and a room for nine staff offices. Physically, it meets all of the criteria for a true multi-purpose plant. Thus, the only limiting factors that we envision at this time, if any, will revolve around the degree of cooperation received from University departments in the form of sharing resources, more specifically in the area of sharing teaching and technical staff.

A. THE COMMUNITY ADVISORY COMMITTEE

The key element in the overall program design involves the active participation by residents of the target area in assessing the community needs and program planning through a Community Advisory Board. The members of the Advisory Board are appointed by the Director. Such members, twenty in number, are appointed on the basis of their closeness to community affairs, organizations, and activities in the target area. The duties of the Advisory Board are as follows:

1. To maintain contact with citizens and institutions in their immediate neighborhood regarding educational and community service needs of the

neighborhood and to make recommendations regarding needed programs and services to the Director of the Community Extension Centers for consideration and implementation,

2. To make recommendations regarding rules and regulations pertaining to operational policies of the Center program,
3. To make recommendations regarding fiscal policy as it relates to participation in the program. For example: questions relative to fair and reasonable fees for certain courses or no fees for others, or some kind of service rendered as a means of payment for services given,
4. To make recommendations regarding special projects of training programs to be set up by the Center,
5. To appoint necessary or special committees to work on special problems relative to operations of the Extension Center programs,
6. To elect a chairman and the necessary officers from the Advisory Board membership. The Director of the Center will be Executive Secretary to the Board.

The Advisory Board is seen as a necessary mechanism for maintaining the kinds of dialogue and relationships needed to enter into a direct and effective working relationship with the community. It is also quite obvious that this is a key mechanism for keeping in touch with the real needs and interests of the community on an on-going basis so that those needs and interests can be constantly translated into program terms.

B. STAFFING PATTERNS

The staffing patterns of the Center should also be reflective of a desire to maintain the kind of partnership necessary to work together with the community on a cooperative and efficient basis in the future. The core staff

of the Center will be made up mainly of students with a fair mixture of community residents and faculty. There was a conscious attempt to engage as many people with skills who could relate effectively to the community without a prolonged training and sensitivity period. A natural consequence of this was a conscious attempt to involve those students with certain skills residing in the target area. Many of the students must be regarded as community residents as well. There are additional reasons for this stance: it is felt that the students can serve as realistic models for other youngsters that they come in contact with in their neighborhood. The students also know the community and should be able to relate to the area much more effectively and efficiently. And, finally, it also presents an interesting case for a kind of psychological uplift strategy when students, the finest in that particular community, bring their skills back to that community and try to help solve community problems on a permanent basis.

The number of staff at this time is estimated to be four on a full-time basis and fifteen on a part-time basis. Other than special titles that will be assigned according to certain kinds of skills and functions, all staff will carry the title of "Community Services Assistant." It is felt that the time has come to move away from some of the old concepts, such as, counselor and worker, which bring to mind a lot of negative images of things done allegedly in the best interest of the community in the past.

C. COMMUNITY EXTENSION CENTER HOURS

The tentative times for programs operating in the Center are from 12 - 8 P.M. weekdays and from 12 - 6 P.M. on Saturdays. It should be stressed that these times are merely tentative at this particular point in the Center's development. It may be that as a result of a closer working relationship

with the community, we may find that another time is more convenient for the community. At such time when that occurs, we want to be flexible enough to be able to program around those hours. In addition it is expected that the Center will be closed on regular University holidays. However, at times some community groups might want to have certain special functions held at the Center. In those cases some revisions will be made to provide a skeleton crew so that the community needs in that area can be met.

D. UNIVERSITY ADVISORY COMMITTEE

Prior to the opening up of the first Community Extension Center, the program had operated primarily within University circles through an ad hoc Advisory Committee. However, with the opening of the Center and the kind of communications problems that are envisioned, a recommendation will be made very shortly which will set up a permanent University Advisory Committee. The function of such an Advisory Committee would be to assist in the mobilization of resources within the University proper, to more fully engage all departments in cooperative relationships with the Center programs, to assist in evaluating the effectiveness of this venture, and to generally serve as a liaison between the Center program and key University departments, bodies, and committees. It is felt that this kind of back-up support from key people in the University will be vital in terms of creating and maintaining the necessary lines of communications and cooperations needed within the University in order for the Center programs to work effectively in the community.

A BRIEF DESCRIPTION OF PROGRAM CONTENT

Some of the more specific components to be structured into the "service plaza" are described below. It should be kept in mind, however, that the service

components must be seen as part of a total, related, flexible strategy at this time. The components described at best represent certain core services which have been conceptualized in programmatic terms after readings of extensive collections of records of contacts with community leaders kept by my predecessor, Mr. Mallett, and my own impressions and those of my staff gleaned from follow-up contacts with community residents, students, youth, and faculty. As we become more fully engaged with our Community Advisory Board, the program may keep the same flavor or it may not. We do, however, reasonably expect on the basis of our evaluations of existing data that the content will approximate in most respects the following areas:

A. COMMUNITY SERVICE COMPONENT

1. The chief ingredient under this heading is the development on an on-going basis of a series of separate seminars under the following subjects:
 - a. Poverty and welfare law,
 - b. Consumer rights,
 - c. The rights of children and youth,
 - d. Housing and tenants rights,
 - e. Legal rights and problems which form the basis of conflict in police-community relations areas.

Our objective in planning these seminars is to assist in achieving a maximum spread of the kind of information that will help residents in poor neighborhoods cope with the myriad problems that they face on a day to day basis. Aside from specific informational inputs by persons in charge of the seminars, it is hoped that these seminars will provide a forum for residents to voice their problems, raise

issues and discuss mutual concerns in ways that can lead to better community development and group strategies for solving community problems.

These seminars will be sponsored in cooperation with the Neighborhood Legal Services. Their attorneys or cooperating attorneys from other agencies will teach the seminars. There will be a heavy emphasis on law, rights and strategies for change. Much legislation has been passed in the past five years and aside from the efforts of organizations, such as, Neighborhood Legal Services which operates on pretty much of a case by case basis, very little in the way of practical advice and information has been trickled down to those who need it most. Hopefully, through this planned structured device and working with community leaders, we shall reach a significant number of people who can benefit from this information relative to basic human rights. It can be theorized that such an approach, which gets into at certain points basic legal concepts, can lead to gains far beyond the immediate issue of rights or wrongs in a particular case, or knowing how to get your money back, although this is most important; it can lead especially with young people to "a sense of the possibility of power over events and belief of the possibility of causation which can change their relationship to themselves, their future and their society."¹ It could also lead to "increased capacity

¹
Center Forum, March, 1969, p. 15.

to resist injustice and to compel fair dealing."² If one subscribes to the theory that "the sense of futility that so marks the lives of the poor can be the essence of and rationale for lawlessness,"³ then there should be some pay-off here as well.

2. Employment seminars and referral services

The Center will offer some of the latest information regarding where to look, requirements, and preparation for a number of job classifications that are seldom explained or heard about in many communities. Arrangements have also been made with the Michigan Employment Security Commission to station two of its outreach persons in our Center for two days per week to meet with people that we encounter who are in need of assistance in this area. In addition at least one person on the Community Extension Centers staff will have experience in this area for ongoing assistance.

3. Job training

Three main areas of job training possibilities are being pursued at this time: a) a clerical and typist program, b) the development of a permanent institute for the training of human service workers and technicians, and c) a consumer education project leading to consumer consultants roles in surrounding community centers.

We are also consulting with the Department of Home Economics about setting up a special training program for day care directors and day care workers. All of the complications and problems in this

² Center Forum, March, 1969, p. 15.

³ Ibid., p. 15.

area have not been fully worked out at this time. It is a matter, however, which we are continually exploring. In addition we are looking into ways and means by which a closer working arrangement can be developed between the Community Extension Centers program and the two year certificate program for office secretaries which is presently offered by the School of Business Administration. Many of the people that we involve in the first clerical and typing venture may very well become candidates for this program at some later time. We are also exploring a career development package with the Business Education Department of the College.

The permanent on-going institute for the training of human service workers and technicians is viewed as a mechanism for improving and opening up new opportunities for people who have less than professional credentials. This program is seen basically as a one year certificate program with heavy involvement by potential employers so that there are adequate job markets for trainees after training has been completed

The consumer education consultants project involves the completion of the training of forty community people who hopefully will be able to have employment in various neighborhood centers. However, at this time jobs in this area have not yet been pinned down.

In addition to the other specific plans which are slated for the first Community Extension Center, we also expect to have a process whereby we can create a closer working relationship and referral system between the Community Extension Centers and the Applied

Management and Technology Center. The AMTC offers a number of short term certificate programs which might lead to significant job up-grading for a number of people presently employed.

4. Day care and nursery program

We envision at some time in the not too distant future a model, yet functional, day care and nursery center which would primarily meet the needs of those participating in the program who could not otherwise do so. Such a development simply means that a mother who might be interested in a particular class or a particular course can bring some of her kids along. The kids will be actively involved in programs at the same time.

5. General recreational and cultural programs

A general on-going recreational and cultural program related to community interest and desires will be available at all times. This will be centered around the needs of youth and adults. There will be a heavy emphasis on physical fitness, skills development in various sports, family activities, entertainment, movies, and special events from time to time. We are hopeful of engaging a number of key personalities who have appeal in the community to participate in these programs.

6. Conference and meeting space

It is felt that a tremendous need in the community from time to time will be expressed by groups regarding the use of facilities for community meetings and affairs. In this regard we plan to assist such groups in lining up speakers, materials, visual aids, etc.

7. Technical Assistance

From time to time various neighborhood groups working on neighborhood development or improvement may be in need of technical assistance. This technical assistance may run the gamut from the matter of simple information to providing research materials and assistance or contacting key resource people. In general we expect to play a kind of "brokerage role" in regard to groups who are actively working on neighborhood improvement and community problems.

8. Health care

A still to be explicated plan of intervention and assistance in improving health conditions has a high priority in planning. Our hope is that by working with the community we will be able to create a total involved community approach to the problem of health care. The plans are currently being worked out with the Advisory Board, the College of Nursing, and other related departments having interest in this field.

In all of the above areas we expect to get back-up support from students and faculty in key departments within the University. In the section that follows under educational components we are presenting a plan which hopefully will combine a certain amount of community service and instruction into actual credit courses. Several universities and our School of Social Work have accomplished this quite successfully and there would appear to be no reason for the same not to happen within other divisions of Wayne State University.⁴ If service and direct involvement are key elements in the

dynamics of a meaningful and relevant university, then courses on the undergraduate, as well as the graduate level, must be reflective of this.

B. THE EDUCATIONAL COMPONENT

The discussions and interviews that we have had regarding educational services have presented the most interesting challenge thus far in the planning process. When all is said and done, education seems to be the "good" that community residents at all levels feel that the University can best deliver. Ultimately, this question always rises: Is the University going to put real quality credit courses into our community that we can afford, that we can someday take to an employer and say, "Look what I've achieved," or are you going to make up some Mickey Mouse non-credit paper course that nobody will even consider after I've put in long hard hours? Many non-credit courses are viewed ultimately as just that--Mickey Mouse. A number of community leaders and para-professionals who came into power and positions of leadership in depressed urban communities over the past five years are making strong demands, and reasonable demands, for credit courses. It is upon this factor alone that the eventual success or failure of the University's attempt to relate more directly to urban communities may rest. The following plan has, therefore, been developed then in light of expressed concerns, needs and problems in this vital area.

The educational component of the Center program envisions the following:

1. Services designed to supplement and enrich regular public schools program. The chief items in this regard are tutorial assistance in basic required subjects, exposure to new mediums and experiences in arts and crafts, visual arts, and graphic arts. The small inter-personal group model with emphasis on planning and participation in

program development and sharing experiences is the key design. While the instructors (mainly college students) will be key resource persons and will assist individuals in the group, an equal emphasis will also be placed on motivating members of the group to help each other. The objective of programming in this area is to help youngsters finish high school, the GED or move closer to higher education or some career program or objective. In this regard we envision a very close working relationship with the Urban Adult Education Institute.

2. The second level of educational services envisioned will be provided primarily on a non-credit, workshop type basis. The focus of such classes will be to improve leadership skills, to help small businessmen learn new techniques for improving their businesses, and group participation; the ultimate design here is one in terms of self improvement.
3. The third crucial aspect of the educational component involves the provision of basic instruction in introductory level college courses for residents in the area. In general, the admissions policy in this particular unit of the University must include all the flexible features now being considered for on-campus enrollments; also, it should provide an opportunity for youth to affiliate with University instructional programs through the policies that have been established for off-campus courses administered by the

Division of Urban Extension. In addition such admission policies should include:

- a. The admission to off-campus courses in the Center of students with a high school diploma; a General Equivalency Diploma; also, persons 19 years of age or older with a demonstrated interest in higher education but who do not possess a high school diploma or a General Equivalency Diploma should be admitted on a trial basis. After completing a selected number of hours with a grade of C or better, the student should be given regular extension student status. Evaluation of the student's potential ability should not rely on the normal evaluative techniques for admission, but should strike out in new directions which would consider: the recommendations from community groups who know the student; success in job situations; new interview techniques and similar processes being accepted by other universities who are adopting "Open Door" admission policies. Normal evaluative techniques will be used not as a basis for admission but rather as a diagnostic tool to individualize programs for the student.
- b. Students enrolled in off-campus courses in the Extension Center should be admitted to regular campus programs of study after the completion of a selected number of hours of satisfactory work.

The amount of such work should be determined in advance by the respective departments of the schools and colleges so that this new admission procedure becomes an established part of the operation of the schools and colleges.

The above policy position regarding admissions is currently being used quite successfully by a number of universities and it coincides with the present admissions policy of a sister institution, the University of Michigan extension program. Hofstra University in particular has done well in approaching admissions from the point of view of interviews and community recommendations.

Some of the key courses which should be offered through the Community Extension Centers are as follows:

- 1) 0198 Introduction to Psychology
- 2) 0191 Contemporary Society
0192 Contemporary Society
- 3) 0202 Social Problems
- 4) 0200 Effective Speech
- 5) 0211 Argumentation and Debate

- 6) 0191 Physical Science: Physics and Astronomy
- 0192 Physical Science: Chemistry
- 0193 Physical Science: Geology
- 7) 0281 Hygiene (individual)
- 0282 Hygiene (environmental)
- 0283 First Aid
- 8) 0100 Fundamentals of Physical Education (women)
- 0103 Fundamentals of Physical Education (men)
- 9) 0095 Algebra
- or
- 0100 General Math
- 10) 0110 Freshman Literature
- 0120 Freshman Composition
- 0205 Introduction to Drama
- 0210 Creative Writing
- 11) 0238 Art: Photography
- 0239 Art: Photography
- 0540 Art: Photo-Journalism
- 12) 0314 History: The Negro in the U.S.: 1619 - 1865
- 0315 History: The Negro in the U.S.: 1865 - Present

The above courses were chosen with a dual purpose in mind: 1) to provide a flexible curriculum for movement onto higher education (pre-requisite courses) and 2) to upgrade the general educational level, for example, the photography courses are seen as helping to develop self-expression and communications skills. A number of experiments with this medium has also led to marked development in the general literary area. Such courses then are seen as an aid

to other basic required subjects, such as, English or literature. As the educational curriculum is designed at this time, it has the elements of both a preparatory or feeder school, as well as an on-going college level program. It should compliment educational goals leading to the GED or further higher education. In addition, all courses offered in this curriculum will have a high degree of support from the counseling and tutorial staff regularly employed by the Center. This will allow each student's program to be individualized to a fair degree. Thus, a by-product will be referral to other institutions for job training if that seems to be in the best interest of the student.

4. The fourth aspect of the educational component entails selecting out and making available key university courses which have some immediate relevance and application to community problems, job up-grading and leadership improvement needs of community leaders. Such courses can be readily identified at this time and are listed as follows:

- a. 0312 Speech: Parliamentary Law
- 0520 Speech: Discussion and Conference Techniques
- 0620 Speech: Leadership and Group Processes in Speech
- b. 0702 Social Work: Child Welfare
- 0788 Social Work: Systems and Organization in Crime and Delinquency
- Social Work: A new course to be presented to the School of Social Work. Social innovation in the inner city: A survey and analysis of emerging forms of community organization within the central city in America--Organizational problems and prospects for accomplishing social change.

- c. 0641 Urban Planning: Nature of Urban Planning
 - 0642 Urban Planning: Social Change and Social Planning
 - 0705 Urban Planning: Land Use Controls
 - 0812 Urban Planning: Seminar in Land Use Planning
 - d. 0613 Geography: Introduction to Urban Geography
 - e. 0160 Business Administration: Introduction to Business
 - 0360 Business Administration: Introduction to Management
 - f. 0519 Political Science: Survey Research Methods
 - g. 0565 Home Economics: New Developments and Trends in Housing
 - h. 0429 Sociology: Theories of Human Development for Social Welfare
5. Method of financing credit level courses

In looking over the above courses which would appear to form the basic curriculum of the Community Extension Center, the ultimate question of economics undoubtedly looms as a major question. It would be sheer folly to propose such offerings in a target population where forty-five per cent of the residents make less than \$3000 per year without dealing with the realistic facts and issues of economics. In that regard I submit the following plans as possible ways that such courses can be made available:

- a. Adopt a tuition remissions (a bookkeeping expense) for fifty students per year who have been financially disadvantaged by discriminatory practices or who have been disadvantaged as a result of community conditions. Hofstra University's experience in this regard has been quite successful. Hofstra admitted twenty-two students on an on-going basis and promised or made commitments to continue this kind of tuition remission for as

long as the student satisfactorily continued in attendance.

Needless to say, the success ratio was quite high.⁵ It can also be assumed that these fifty students would be a part of the head count on which the University's annual budget is computed so that some expenses would be cut here. In a real sense then such a policy of fifty students would not greatly increase the cost of education in terms of the total University program.

- b. "Donated" services of one course section from each key department and the use of bright graduate assistants wherever possible would also cut costs. Volunteer instruction from regular academic faculty in key subjects also seems feasible. In this regard, however, the University must be prepared to offer full recognition and credit to those faculty members who are participating in this most important community service endeavor. At the present time certain departments are prepared to recognize such outstanding community service; others pay lip service to it and that's as far as it goes. There would have to be some consistent policy adopted by the University in this regard.
- c. From a planning stance, if most of these courses were conceptualized in terms of a weekend college, it would allow a number of people to seek employment or maintain employment and attend on weekends. Again reporting from a publication by the Association of Evening Colleges and Universities, since 1966 the University of Miami has experimented with a weekend college program utilizing

some of the same kinds of admissions standards envisioned in the Community Extension Centers program and it has worked quite well. It seems to provide additional motivation and additional opportunities for a larger number of people to develop means for securing funds to pay their own way.

- d. My division is at this time in the process of organizing a support committee in the community at large. The purpose of such a support committee would be to fully engage all resources of the community to develop a series of opportunity grants and stipends to be earmarked specifically for people living in the target region.
- e. It should be remembered that we are talking about one introductory course from most departments. Thus, it would not entail a great increase in the budget in order to keep a department functioning at its present level on campus. In the case of some departments where there are a number of key courses some adjustments would have to be made. This could be done through repayment, through any incoming opportunity grants, stipends or special funds, or by increased budgets in future years. The above plan could lead to the enrollment of 300 to 500 new students in this critical area.
- f. At the present time the Community Extension Centers, as a result of a federal grant, has the resources to provide for study space and library services. We are working with both the Wayne State University Library and the Detroit Public Library to create a flexible system that will cut the cost of student materials to a point where this will not be a barrier to economically deprived citizens.

g. And finally it should be stressed that in this educational services area, my office and my staff will exhaust all funding source possibilities to develop the kinds of additional funds that may be necessary eventually to assist in this area. In the meantime, I think the above items are some things that the University can do to begin this on a limited basis.

The above educational services were conceptualized primarily from the point of view of those programs that could be structured into an on-going Community Extension Centers program. In addition to that it is our feeling that the Detroit area needs a Community College and to that extent we have been and are prepared to work very closely with the Wayne County Community College Board. As of the time of this writing, we are working together with the Wayne County Community College Board on a Title I proposal that would lead to a consortium of various universities in Southeastern Michigan in setting up a preparatory school and moving youngsters into various educational programs throughout this part of the state.

C. THE SOCIAL SERVICES COMPONENT

With the assistance of key departments in the field of human behavior, such as, social work and psychology, the Center is preparing to offer reality based group counseling to residents, especially youth. The initial target group for this service is expected to be those youth in conflict with the law who have been placed on probation by the Juvenile Court or released from state training schools. Final details will be worked out with the University departments concerned, the Wayne County Juvenile Court, the State Department of Social Services, and the appropriate Model Cities Citizens' Committee. Such services will also be offered to residents who request them to the greatest extent possible.

D. SPECIAL STUDENT PROJECT COMPONENT

In the April 7, 1969 edition of "The Chronicle of Higher Education" a well known expert in matters of higher education was reported to have said that "thousands of students are on fire to get to work in urban affairs, and one problem is how to get them out in the field." It would not be an oversimplification to say that a major part of the campus crisis relates to this very fact. If a university proposes to move toward greater involvement in the human problems of our times (as students are justly demanding), then it must be prepared to develop systems that will allow field or service experience for students in problem areas.

The development of such a system is not new in spite of a lack of use, especially at undergraduate levels. The State University of New York grants up to forty-five credits for Peace Corps or Vista Service. Last summer Harvard University granted a quarters worth of credit to twenty-five students who spent the summer on Cape Cod working with chronic mental patients. On the graduate level both the Division of Urban Studies and the School of Social Work of Wayne State University have perfected systems to get students into the field. For example, a student in the School of Social Work earns eight credit hours a quarter for field experience. These are the exceptions rather than the rule, however, and this is hardly satisfactory for an urban university. Much more needs to be done in the way of combining academic courses and community service in the total curriculum on a credit basis. What is needed is the development of a community service package involving a wide range of student disciplines and technical skills that will lead to direct credit for community work. In order for such a plan to work, a community service corps plan needs to be developed which emphasizes the right

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Jack Harris (and fans) finally will get to see the "Steve Allen Show" Jack taped in Hollywood way back on June 25. Los Angeles and New York then but WWJ-TV, which carries Allen in Detroit, juggled the shows.

Jack's on with Gypsy Rose Lee and her sister June Havoc and comic Norm Cosby. Allen, warned that Detroit carries only the first hour of the 90 minute show, got Jack's song into the right segment. But the five minutes he had set to talk to Jack didn't happen. June Havoc talked and talked and talked and talked.

Says Jack: "Same thing happened to me when I did Jack Paar's show years ago. Gypsy was on with me then, too, and I never did get a word in."

THE WIND CHILL Index disappeared from a Detroit weathercast last weekend. Could it be the same sponsor pressure that's caused deletion in other places? . . . WWJ-TV will do a special on Gov. Milliken Thursday at 9:30 p.m. pre-empting "Dragnet." Robert Lyles will be the narrator . . . Kathy Garver, who is Cissy on CBS-TV's "Family Affair" will be in Detroit Friday, working for the March of Dimes.

PATS ON THE BACK: To, "Detroit's five vid stations for joining together last April to broadcast "Progress Report of the New Detroit Committee," a notable effort to appraise the lessons of the 1967 riot in order to prevent future ones and ameliorate the problems of ghetto." — From Variety, the show business trade paper, in its annual listing of notable broadcasting achievements.

To: WDET-FM, the Wayne State University radio outlet, for its contribution to educational broadcasting in its production, "Seeds of Discontent," produced by Hartford Smith Jr. of the School of Social Work. — By the National Association of Educational Broadcasters, meeting in Washington, D.C.

NO SURPRISE that Bob Hope's Christmas Tour show had the largest audience in TV the week of Jan. 12 to 18. Alan King's "Comedy Is King II" was seventh . . . King's next special, in May, will have only one guest, Buddy Hackett.

Sebastian Cabot, of "Family

hunt up some pointed ear muffs for his stint as grand marshal of the St. Paul Winter Carnival this weekend . . . Rosemary Prinz, Penny of "As the World Turns," is doing a play in Hollywood and has taped a segment of the "Donald O'Connor Show."

Buddy Ebsen's the author of an article on catamaran racing in "Popular Science" magazine . . . Bobbie Gentry and Fox are talking TV series, something called "It Happened in Nashville" . . . Next there'll be "Lone Ranger" food stores, the jiffy kind for last minute shoppers . . . Edie Adams is the one CBS wants to star in a series version of "Yours, Mine and Ours," adapted from the Lucille Ball movie.

The Julie Andrews TV show will be taped in May but there's still no air date . . . Gloria Calomee, has joined the cast of NBC-TV's "Days of Our Lives." She's the first Negro regular in the cast . . . Swedish TV has brought the "Ann Margret Show" and will do a special prelude for it, filmed in her native town. One segment of the show was filmed in Sweden too . . . ABC-TV wants to do a show tracing Wilt Chamberlain's career.

Gary Conway was bopped by a pencil on the "Land of Giants" set and needed five stitches in his head. The pencil was six feet tall . . . And MacDonald Carey missed his

Let's You Fight

TOKYO—UPI—The communist New China news agency said Tuesday that Japanese hoping to "smash the Japan-U.S. security treaty and dismantle U.S. bases in Japan have the support of the Chinese people." The statement was broadcast by Peking radio and heard in Tokyo.

Coming
Friday
at
6:00 P.M.

is this

TONY CURTIS
KIRK DOUGLAS
BURT LANCASTER
ROBERT MITCHUM
FRANK SINATRA

THE NINE SPOT
CRAW TELEVISION

in the worst kind of an assembly line production game which did not allow for the very best judgment regarding human life to be made. Consequently, we have been doing nothing more than preparing bitter, disappointed youth to become more bitter and eventually prison statistics. A considerable number of these youth are non-White and the message of utter disrespect for human life continues to produce bitterness towards law enforcement and society in general on the part of many minority citizens. All research at the state and local level will bear this out so I see no point in beating a dead horse. My point is this, under Michigan law we have a three man Board charged with the responsibility of review and hearings relative to youth committed to the State for care. If we fail to implement a system that meets the fundamental fairness test which does not monitor to insure rights of youth and which does not promote the kinds of services needed to help youth, then at best we have failed and the body should not exist, and furthermore, in my opinion such a body could be considered to be contributing to the growing crime rate and loss of human potential that has reached crisis proportions in suburban areas in the sixties.

* On the basis of data on admissions to the Department on an annual basis which ~~xxxx~~ numbers approximately 5,000, the distance between a major concentration of viewable problems and hearing sites, the time required to travel between institutions and hearings, and the time needed to make professional decisions I have concluded on the basis of statistical evidence that it is impossible to fulfil this big responsibility in any fashion resembling justice and the very best professional judgment based on ~~available~~ data and evidence available. At the very best this system would be worse than the jammed dockets and interminable delays witnessed in Records Court every day in the week. To attempt to assume these responsibilities under the structure of the

three man Board would, in my opinion, lead to nothing more than contributing to the further development of crime and increased conflict.

How would five referees effectively negate the problems described above?

Aside from the obvious addition of more man hours to cover a heavy caseload with an initial staff of five referees and secretarial support the Board could decentralize its parole and review function in a manner that would cut down total time from point to point. With a staff trained in hearing and legal procedure under the overall supervision and review of their decisions by the Board this will allow the Board to make a conscious selection of cases itself that could lead to much more predictability and sound policy planning for development of services and the handling of youth and conflicts with law and thus hopefully begin to build up a body of knowledge that could be a real contribution toward needed reform in this entire area. It seems to me that implicit in the set up of the Office of Youth Services Parole and Review

Board that the State in some way means to attempt to exercise more leadership and direction

in this area. Without sufficient staff not only can we insure a standard of justice we cannot begin to meet the challenge of leadership in this area.

Under our present plans we are suggesting that the state be carved into ~~xxxxxx~~ ~~xxxxdivided~~ into three districts which would be developed along the regopm lines showing

heaviest admission rates. With this decentralized package no staff would have

to travel more than a radius of 50 miles and it can begin to develop for us

the understanding needed at the community level. The present centralized

three man board, or even an expansion of the board in its present centralized structure, would not necessarily lead to a betterment of conditions in this

area.

Home Districts

Wayne Co. only

-5-

m. I shall supply more information at

Sincerely yours,

Prof. Hartford Smith, Jr.
Vice-Chairman Youth Parole and
Review Board of Office of Youth
Services

**Scanned from the Hartford Smith, Jr. collection at the
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with support from Stephen P. Jarchow.**



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